

## Strategic School Improvement Fund: eligibility criteria for supported schools

Reference number	Eligibility criteria
E1	<p>Schools in opportunity areas</p> <p>This refers to schools that are located within the following 12 areas:</p> <ol style="list-style-type: none"> <li>1. West Somerset</li> <li>2. Norwich</li> <li>3. Blackpool</li> <li>4. North Yorkshire Coast<sup>1</sup></li> <li>5. Derby</li> <li>6. Oldham</li> <li>7. Bradford</li> <li>8. Doncaster</li> <li>9. Fenland and East Cambridgeshire</li> <li>10. Hastings</li> <li>11. Ipswich</li> <li>12. Stoke-on-Trent</li> </ol> <p>More information on opportunity areas can be found here:  <a href="https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas">https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas</a></p>
E2	<p>Schools rated inadequate in latest Ofsted inspection</p> <p>This refers to latest ‘overall effectiveness’ rating awarded by Ofsted prior to the current round’s application deadline.</p> <p>Schools’ Ofsted inspection outcomes are published here:  <a href="https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes">https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes</a></p>
E3	<p>Schools that meet the coasting definition or schools that are below the floor standard based on their published data</p> <p>The coasting definition and the floor standard are based on the most recently published performance data for KS2 and KS4.</p> <p>The floor standard is the minimum standard for pupil attainment and/or progress that the Government expects schools to meet in a specific year. The coasting schools definition considers schools’ performance over a three-year period and a school must fall below the defined coasting standard in each of the past three years to be classed as coasting.</p> <p>More information can be found in the following documents:  For KS2, the technical guide on <a href="#">Primary school accountability in 2017</a> provides the details on how the 2017 floor standard and coasting schools are defined.</p> <p>For KS4, Annex D in the quality and methodology document on <a href="#">Provisional GCSE and equivalent results in England, 2016 to 2017</a> provides the details on how the 2017 floor standard and coasting schools are defined.</p>

<sup>1</sup> Since the initial announcement, we are now referring to the Opportunity Area covered by the Scarborough local authority district as the North Yorkshire Coast Opportunity Area, to better distinguish between references to Scarborough town and the wider area.

E4	<p>Schools rated requires improvement in the two most recent Ofsted inspections</p> <p>This refers to latest ‘overall effectiveness’ rating awarded by Ofsted prior to the current round’s application deadline. For E4 this must be ‘requires improvement’ in the most recent and in the previous inspections.</p> <p>Schools’ Ofsted inspection outcomes are published here:  <a href="https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes">https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes</a></p>
E5	<p>Schools in receipt of a non-rescinded or withdrawn warning notice issued within the past 3 academic years</p> <p>Warning notices can be issued to schools which have not been judged by Ofsted to be inadequate or that have not met the coasting definition, but otherwise give cause for concern – for example, where the school’s performance data are below floor standards, or where leadership and governance has broken down or safety is threatened.</p> <p>To meet this eligibility criterion, warning notices can be at the stages of pre-warning notice, warning notice, termination notice, but cannot be rescinded or withdrawn. Warning notices have to have been issued within the past three full academic years 14/15, 15/16 and 16/17 or in 17/18. Further information about warning notices is available in the <a href="#">‘Schools causing concern’ guidance</a>.</p>
E6	<p>Schools not meeting the 16-18 minimum standards</p> <p>16-18 minimum standards are based on the 16 to 18 (KS5) performance data, published here:  <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a>  Either a school’s academic value added score or a school’s applied general value added score needs to be below -0.5 and both its upper and lower confidence intervals need to be below zero (see note on negative scores below). There must be at least 11 students taking level 3 academic qualifications or at least 11 students taking applied general qualifications to be included in the <i>corresponding</i> minimum standard.</p> <p>More information on how DfE applies 16 to 18 minimum standards to the performance of schools and colleges in the 2015 to 2016 academic year can be found in the <a href="#">‘16 to 18 minimum standards for 2016’ guidance</a>.</p>
E7	<p>Progress 8 score overall less than -0.25</p> <p>Progress 8 is based on performance data, published here: <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a>. Overall Progress 8 score refers to a school’s average Progress 8 score.</p> <p>More information about Progress 8 can be found in this guide on <a href="#">Secondary accountability measures</a>.</p>
E8	<p>Schools meet both of these criteria:</p> <ol style="list-style-type: none"> <li>1) There are more than 35 disadvantaged pupils at the end of KS4, and</li> <li>2) Progress 8 score for disadvantaged pupils in the school is less than -0.25 overall</li> </ol> <p>‘Pupils at the end of KS4’ refers to pupils eligible for assessment at the end of KS4. See ‘disadvantaged pupils’ below for more information.</p> <p>See E7 for Progress 8</p>

E9	<p>Schools meet both of these criteria:</p> <ol style="list-style-type: none"> <li>1) There are more than 35 disadvantaged pupils at the end of KS4, and</li> <li>2) The gap between disadvantaged pupils and non-disadvantaged pupils nationally for Progress 8 scores is less than -0.25</li> </ol> <p>'Pupils at the end of KS4' refers to pupils eligible for assessment at the end of KS4. See 'disadvantaged pupils' below for more information.</p> <p>'The gap' is the difference between the average Progress 8 scores for disadvantaged pupils at the end of KS4 and the average Progress 8 score for non-disadvantaged pupils at the end of KS4 nationally.</p> <p>See note on negative scores below.</p>
E10	<p>Schools meet both of these criteria:</p> <ol style="list-style-type: none"> <li>1) Less than 85% of pupils at the end of KS2 achieve expected standards in reading, writing and maths, and</li> <li>2) At least one of the following is true: i) Reading progress is less than -2.5 , ii) Writing progress is less than -3.5, iii) Maths progress is less than -2.5</li> </ol> <p>KS2 progress and expected standards are based on KS2 performance data, published here: <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a>.</p> <p>See note on negative scores below.</p>
E11	<p>Schools meet all of these criteria:</p> <ol style="list-style-type: none"> <li>1) There are more than 10 disadvantaged pupils at the end of KS2,</li> <li>2) Less than 85% of disadvantaged KS2 pupils achieve the expected standard in reading, writing and maths, and</li> <li>3) At least one of the following is true: <ol style="list-style-type: none"> <li>i) Reading progress for disadvantaged pupils at the end of KS2 is less than -2.5,</li> <li>ii) Writing progress for disadvantaged pupils at the end of KS2 is less than -3.5,</li> <li>iii) Maths progress for disadvantaged pupils at the end of KS2 is less than -2.5</li> </ol> </li> </ol> <p>Pupils 'at the end of KS2' refers to pupils eligible for assessment at the end of KS2.</p> <p>See note on disadvantaged pupils below for more information.</p> <p>See note on negative scores below.</p>
E12	<p>Schools meet both of these criteria:</p> <ol style="list-style-type: none"> <li>1) There are more than 10 disadvantaged pupils at the end of KS2, and</li> <li>2) At least one of the following is true: <ol style="list-style-type: none"> <li>i) The gap between disadvantaged pupils and other pupils nationally for reading is less than -2.5,</li> <li>ii) The gap between disadvantaged pupils and other pupils nationally for writing is less than -3.5,</li> <li>iii) The gap between disadvantaged pupils and other pupils nationally for maths is less than -2.5</li> </ol> </li> </ol> <p>Pupils 'at the end of KS2' refers to pupils eligible for assessment at the end of KS2. See 'disadvantaged pupils' below for more information.</p> <p>'The gap' is the difference between the average score for disadvantaged pupils at the end of KS2 and the average progress score for non-disadvantaged pupils at the end of KS2 nationally.</p> <p>See note on negative scores below.</p>

E13	<p>KS5 academic progress score is less than 0 and more than -0.5</p> <p>16 to 18 (KS5) performance data, published here: <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a></p> <p>See note on negative scores below.</p>
E14	<p>KS5 applied general progress score is less than 0 and more than -0.75</p> <p>16 to 18 (KS5) performance data, published here: <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a></p> <p>See note on negative scores below.</p>
E15	<p>Schools meet both of these criteria:</p> <ol style="list-style-type: none"> <li>1) There are more than 10 disadvantaged pupils in the 2017 EYFSP cohort; and</li> <li>2) At least one of the following is true regarding 2017 EYFSP results: <ol style="list-style-type: none"> <li>i) fewer than 70% of children achieve at least the expected level of development across the prime area of Communication and Language (comprising the listening &amp; attention, understanding and speaking early learning goals) or</li> <li>ii) fewer than 60% of children achieve at least the expected level of development across the specific area of Literacy (comprising the reading and writing ELGs) or</li> <li>iii) fewer than 65% of children achieve at least the expected level of development across the Mathematics area (comprising the numbers and shape, space and measures ELGs) or</li> <li>iv) fewer than 57% achieve a good level of development.</li> </ol> </li> </ol> <p>This is based on Early Years Foundation Stage Profile. See <a href="https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile">https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile</a>.</p> <p>For this criterion, disadvantaged pupils are defined as the number pupils in the EYFSP cohort who are eligible for the pupil premium.</p>

### Availability of 2016/2017 performance data

We will base our eligibility checks in Round 3 on performance data from 2016/2017. However, as the respective KS2 and KS4 data are published between the opening and closing dates of Round 3, we will also consider schools eligible whose 2015/2016 performance data fulfil the criteria. This means that a school that was eligible based on 2015/2016 data will be eligible even if it would no longer be eligible based on their 2016/2017 data.

### Disadvantaged pupils

Where there is a reference to disadvantaged pupils, these are children:

- known to be eligible for FSM in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census
- who have been looked after by the local authority for at least one day during the academic year
- who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order.

### Missing data

If there is no performance data or Ofsted inspection outcome associated with a school's current URN, we will check whether there is a record of a linked URN that links the school to a predecessor (e.g. different URN before academisation). If a predecessor URN can be identified this way and has an entry for performance data or an Ofsted inspection outcome, we will use this to check eligibility for this criterion.

### Negative scores

Progress or value-added scores in these criteria are often negative, thus a score of -1 is lower than -0.5, while -0.25 is higher than -0.5.